

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT



Syllabus
For
M.Ed. Education
(Two Year M.Ed. Programme)
(CBCS Pattern)

Effective From: 2016 (Revised For New Batches)

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M. ED. CURRICULUM FRAMEWORK 2016 (Revised For New Batch)

(M.ED.) Full Time: Two Years Course

The purpose of M.Ed. programme is to prepare learners for higher level function in education including teacher education who have a broad understanding of contemporary concerns of education like philosophical, psychological, sociological foundations of education along with Tool Courses, Specific Specialization and Elective Specialization and research. So on so forth as delineated under the course of study below in both the semesters. The purpose is to develop an educational leader with vision.

GENERAL ORDINANCES FOR THE DEGREE OF MASTER OF EDUCATION

1. The examination for the degree of Master of Education (M.Ed.) shall be held under Semester system consisting of Four semesters at such dates and time as the university may prescribe.
2. The examination for the degree of Master of Education (M.Ed.) shall be open to the candidate who has, (i) after graduation passed the B.Ed. or B.Ed.(special) Examination or an equivalent examination held by a State Government or by any University in India recognized by law of the place in which it is situated or of any University or body which the Academic Council may from time to time recognize for this purpose with at least 50% marks in Theory, and (ii) pursued for one/two session (two/four semesters) the prescribed course of study in the University or satisfies the conditions laid down as here below.
3. The examination for the degree of Master of Education (M.Ed.) will include Papers, Practicum, Dissertation, and Field Based Experience.
4. The minimum attendance of students shall be 80 % for Theory Courses and Practicums and 90 % for internship.

Entry/Admission Qualifications for M. Ed.

1. B. Ed.
2. B. A. B.Ed., B.Sc., B.Ed.
3. B.El.Ed.
4. D.El.Ed. with an undergraduate degree (With 50% marks in each)

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of Gujarat State Government.

Programme Structure:

The M.Ed. Programme is a full time course and consisted of four semesters as shown in table 1 to 5. Semester comprises of 16 to 18 Weeks.

1. COURSES:

A. PERSPECTIVE COURSES:

1. Psychology of Learning And Development
2. History and Political Economy of Education
3. Education Studies
4. Philosophy of Education
5. Sociology of Education
6. Curriculum Studies

B. TOOL COURSES:

Core Courses

1. Introduction to Research Methods
2. Advanced Research Methods

Practicals

1. Seminar on current issues in Education
2. ICT Skills
3. Yoga
4. Library Skills
5. Communication Skills
6. Community Services and Reporting
7. Research Paper Writing Workshop and Presentation

C. TEACHER EDUCATION COURSES

1. Teacher Education – I: Pre-Service and In-Service Teacher Education
2. Teacher Education-II : Perspectives, Research and Issues in Teacher Education

D. SPECIALIZATION COURSES

Specialization at Elementary Level

- 1) System, Structure, and issues in elementary education
- 2) Curriculum, Management and Pedagogy in elementary education

Specialization at Secondary and Senior Secondary Level

- 1) System, Structure, and issues in secondary education
- 2) Curriculum, Management and Pedagogy in secondary education

Practical

- 1) Preparation of Reflective report of any two educational articles published in newspaper related with specialization

Specialization/Elective Courses:

- 1) Elective Specialization Thematic course -1
(Any one of the following)
 - a. Pedagogy and Assessment
 - b. Educational Management and Leadership
 - c. Inclusive Education
 - d. Educational Policy and Policy Research
 - e. Educational Finance in India
- 2) Elective Specialization Thematic course -2
(Any one of the following)
 - a. ICT in Education
 - b. Educational Administration and Leadership
 - c. Guidance and counseling
 - d. Value Education and Human Rights
 - e. Planning in Education

2. INTERNSHIP/FIELD ATTACHMENT

1. Specialization related Teacher Education Institute (B.Ed./ B.A.B.Ed./B.Sc.B.Ed./B.El.Ed./D.El.Ed. etc...).
2. Interning at/Associated with a field site relevant to the Area of Specialization. (School relevant to the area of specialization, International/National/State level Organizations involved in the Development of Innovative Curriculum and Pedagogic Practice, viz. NCTE/NCERT/NUEPA/UGC/MHRD/SCERT/SITE/SIE/Text Book Development Bureau)

Internship: Points to Ponder:

1. Each internship has duration of 04 Weeks
2. Should be Design with the previous concern, guidance and collaboration of the Host Institute about suggesting aspects for study/work/focus.
3. Faculty and Mentor Teacher of the Host institution should be consulted in advance.
4. It should be seen as a mentor component by a Faculty and a Mentor Teacher from the Host Institution to guide a group of 3 - 5 students.
5. Orientation for students and Mentor Teacher and faculty should be organized before organizing the Internship.
6. Develop Field Networking with Teacher Education Institutes and other cognate sites (such as Schools, SCERT, etc.) with a fleshed-out plan of field mentoring and structure of field based assignment/attachments.
7. Internship Assessment should include following components:
 - # Regular attendance
 - # Engagement in the Field Sites
 - # Discussion with mentors (during pre-planning and during and after the internship)
 - # Reflective report

3. RESEARCH PROJECT (DISSERTATION)

1. Compulsory
2. To be carried out under close mentorship/guidance of a Faculty member
3. To be submitted in the form of a Written Report/Dissertation/Thesis
4. Various skills expected to be developed:
 - # Articulating and formatting a research problem and research questions
 - # Designing a research plan
 - # Executing the plan
 - # analysing and writing the findings in academic fashion
 - # Presenting the Research Report
 - # Defending Viva-voce
5. All stages should be given due weightage
6. Daily regular guidance cum tutorial period should be there.
- 7.. Dissertation Assessment should be done in all semesters.
8. Research Dissertation can be held on the basis of Core Courses taught or related to Specialization Subjects or may be Need base or may be related to Current Educational issues.

FORMAT OF ASSESSMENT

- **For Theory Courses:**

70 % External (Semester Examinations)

30% Internal (Composed of: (1) Midterm Test = 05 Marks; (2) Practicum =15 Marks; (3) Viva-voce of Practicum : 10 Marks; Total 30 Marks)

- **For Practical and Inter Semester Break Courses:**

Internal Assessment should be done according to the student's submission AND/OR presentation. Weightage of each course is given in the table 1 to 4.

- **For Internship External Assessment should be done by Faculty and Mentor Teacher of the Host institution. Weightage of each internship is given in the table 1 to 4**

- **For Research Project (Dissertation):**

- **Semester 1 to 3 : Internal Assessment should be done. Weightage is given in the table 1 to 3**
- **Semester 4: External Assessment (100 Marks – 70 Marks Dissertation assessment by external referees and 30 Marks Viva Voce)**

Credit

- There are two types of Credits, (1) Theory Credit and (2) Practical Credit
- 1 Theory credit (T Cr) = 1 Hour of Classroom Teaching per Week
- 1 Practical credit (P Cr) = 2 Hours of seminar/group work/tutorial/laboratory work/ practical work/ field work/ workshop/ Teaching (Guidance) per week

Standards of Passing

- To pass the M. Ed. Degree examination a candidate must ;
 - (a) Obtain minimum 50% marks in internal assessment as well as external assessment.
 - (b) In courses having both internal and external assessments: obtain at least 40% of marks in internal assessment as well as the external examination. In addition a candidate must secure in aggregate 50% of marks in the internals as well as external examination.
- If a candidate passes in the dissertation but fails in the papers, the marks obtained by him /her in the dissertation shall be carried over to the subsequent semester or semesters Examination and he/she will be allowed to appear at the University Examination only.
- If a candidate passes in the papers but fails in the dissertation the marks obtained by him /her in the papers shall be carried over to the subsequent semester Examination and he/she will be at liberty to revise and resubmit the dissertation in the subsequent semester or semesters.
- Similarly the marks of viva-voce and internal Assessment etc. will be carried over to the subsequent semester or semesters.
- Note : The student will have to complete the course within 03 years

Table: 1
Semester 1

Paper Code	Subjects /Curriculum component	Credit	T cr	P cr	Internal Assessment (marks)	External Assessment (marks)	Total Marks
	Semester – I						
101 PCC	Philosophy of Education	4	3	1	30	70	100
102 PCC	Education Studies	4	3	1	30	70	100
103 TECC	Teacher Education – I: Pre-Service and In-Service Teacher Education	4	3	1	30	70	100
104 TCC	Introduction to Research Methods	4	3	1	30	70	100
105 TCP	Seminar on current issues in Education	1		1	25		25
106 TCP	ICT Skills	1		1	25		25
107 TC P	Yoga	1		1	25		25
108 RPD	Dissertation Guidance(Research Proposal Preparation, Draft of First Chapter)	1		1	25		25
	Total	20	12	08	220	280	500

Table: 2
Semester 2

Paper Code	Subjects /Curriculum component	Credit	T cr	P cr	Internal Assessment (marks)	External Assessment (marks)	Total Marks
	Semester – II						
201 PCC	Psychology of Learning And Development	4	3	1	30	70	100
202 PCC	Curriculum Studies	4	3	1	30	70	100
203 TECC	Teacher Education-II : Perspectives, Research and Issues in Teacher Education	4	3	1	30	70	100
204 TCC	Advanced Research Methods	4	3	1	30	70	100
205 TCP	Library Skills	1	0	1	25		25
206 SCCEP/SCCSP	Communication Skills	1	0	1	25		25
207 RPD	Dissertation Guidance (Draft of second and third Chapters)	2		2	50		50
	Total	20	12	08	220	280	500

Table: 3
Semester 3

Paper Code	Subjects /Curriculum component	Credit	T Cr	P cr	Internal Assessment (marks)	External Assessment (marks)	Total Marks
	Inter Semester Break						
301 SCCEP/SCCSP	Community Services and Reporting	1		1	25	-	25
	Semester – III						
302 PCC	Sociology of Education	4	3	1	30	70	100
303 SCCE /SCCS	Specialization Core Course – 1 (Select any one of the following) 1) System, Structure, and issues in elementary education (SCCE-1) 2) System, Structure, and issues in secondary education (SCCs-1)	4	3	1	30	70	100
304 SCCE /SCCS	Specialization Core Course – 2 (Select any one of the following) 1) Curriculum, Management and Pedagogy in elementary education (SCCE-2) 2) Curriculum, Management and Pedagogy in secondary education (SCCS-2)	4	3	1	30	70	100
305 TE –FE	Internship – Teacher Education Institution	4		4		100	100
306 SCCEP/SCCSP	Research Paper Writing Workshop and Presentation	1		1	25		25
307 SCCEP /SCCSP	Preparation of Reflective report of any two educational articles published in newspaper related with specialization	1		1	25	-	25
308 RPD	Dissertation Guidance: (Draft of Fourth Chapter)	1		1	25		25
	Total	20	09	11	190	310	500

Table: 4
Semester 4

Paper Code	Subjects /Curriculum component	Credit	T Cr	P Cr	Internal Assessment (marks)	External Assessment (marks)	Total Marks
401 PCC	History And Political Economy of Education	4	3	1	30	70	100
402 ESTC	Elective Specialization Thematic course -1 (Select any one of the following) 1. Pedagogy and Assessment 2. Educational Management and Leadership 3. Inclusive Education 4. Educational Policy and Policy Research 5. Educational Finance in India	4	3	1	30	70	100
403 ESTC	Elective Specialization Thematic course -2 (Select any one of the following) 1. ICT in Education 2. Educational Administration and Leadership 3. Guidance and counseling 4. Value Education and Human Rights 5. Planning in Education	4	3	1	30	70	100
404 TE –FE	Internship – Related to Specialization	4		4		100	100
405 RPD	Dissertation G u i d a n c e , Submission and Viva-voce	4		4		100	100
	Total	20	9	11	90	410	500

Table: 5
Summary

Sr.	Semester	Credit	Credit		Assessments		
			T Cr	P Cr	Internal (Marks)	External (Marks)	Total Marks
1	Semester 1	20	12	08	220	280	500
2	Semester 2	20	12	08	220	280	500
3	Semester 3	20	09	11	190	310	500
4	Semester 4	20	09	11	90	410	500
	Total	80	42	38	720	1280	2000

ABBREVIATIONS

PCC : Perspective Core Course

TC C : Tool Core Course

TCP : Tool Course Practical

RPD : Research Project (Dissertation)

TECC : Teacher Education Core Course

TE –FE : Teacher Education Field Experience

SCCE : Specialization Core Course in Elementary Education

SCCS : Specialization Core Course in Secondary Education

ESTC: Elective Specialization Thematic Course

SCCEP: Specialization Core Course in Elementary Education Practical

SCCSP: Specialization Core Course in Secondary Education Practical

T Cr : Theory Credit

P Cr: Practical Credit

FORMAT OF EXTERNAL QUESTION PAPER

- Each Question Paper Contains 70 marks.
- Each Question Paper Contains total 5 questions.

Question-1	(A) Objective Type Question (10 Questions, each weighing 1 mark)	10 Marks
	(B) Answer briefly in 30 to 40 words (Answer any 5 out of 7)	10 Marks
Question-2	Answer briefly in 150 to 180 words (Answer any 5 out of 7)	20 Marks
Question-3	Essay type question (300 to 400 words)	10 Marks
	OR	
Question-3	Essay type question (300 to 400 words)	10 Marks
Question-4	Essay type question (300 to 400 words)	10 Marks
	OR	
Question-4	Essay type question (300 to 400 words)	10 Marks
Question-5	Essay type question (300 to 400 words)	10 Marks
	OR	
Question-5	Essay type question (300 to 400 words)	10 Marks
	Total	70 Marks

FORMAT OF MIDTERM QUESTION PAPER

- Each Question Paper Contains 50 marks.
- Each Question Paper Contains total 4 questions.

Question-1	(A) Objective Type Question (08 Questions, each weighing 1 mark)	08 Marks
	(B) Answer briefly in 30 to 40 words (Answer any 5 out of 7)	10 Marks
Question-2	Answer briefly in 150 to 180 words (Answer any 3 out of 5)	12 Marks
Question-3	Essay type question (300 to 400 words)	10 Marks
	OR	
Question-3	Essay type question (300 to 400 words)	10 Marks
Question-4	Essay type question (300 to 400 words)	10 Marks
	OR	
Question-4	Essay type question (300 to 400 words)	10 Marks
	Total	50 Marks

SEMESTER

I

SEMESTER - I

CBCS: 101 : PCC

PHILOSOPHY OF EDUCATION

COURSE OBJECTIVES

- After completion of the course the student teachers will be able to:
1. Understand the nature and functions of philosophy of education.
 2. Do Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
 3. Understand and use of philosophical methods in studying educational data.
 4. Do Critical appraisal of contributions made to education by prominent educational thinkers– Indian and Western.
 5. Analyse and evaluate the fundamental postulates of the discipline of philosophy of Education and its relevance for Education.

COURSE CONTENTS

UNIT – I **PHILOSOPHY OF EDUCATION : ITS NATURE**

1. Philosophy A Liberal Discipline. It's Nature, Definition, Concept.
2. Methods, Content and Function – Speculative, Normative, Analytical
3. Relationship between Philosophy and Education Meaning, Definitions and Significance of Philosophy
4. Fundamental philosophical Issues:
Meta physical Issues : The issues with special reference to ontology, cosmology and theology
Epistemological Issues: The issues special reference to Reality & objectivity, worth of knowledge and Truth.
Axiological Issues: Ethics and aesthetic branch. Its origin and scope.

UNIT – II PHILOSOPHICAL VIEWS ON EDUCATION

1. Historical Overview and Key Concepts:
Indian perspectives of Education: Vidya, Gnyan and Darshan.
Western perspectives of Education: Information, Knowledge and Wisdom.
2. Education for Science, Values and Citizenship
Education for Science
Education for Values :Moral, Spiritual, Intellectual, Social
Education for Citizenship
3. Education for Self, Society and Humanities
4. Contribution of Modern Thinkers: Mahatma Gandhi, Tagore, J. Krishnamurti, John Dewey

UNIT – III SCHOOLS OF PHILOSOPHY-I

1. Sankhya, Vedanta, Upnishad, Bhagavadgita, Buddhism, Jainism, Islam and Christianity

UNIT – IV SCHOOLS OF PHILOSOPHY-II

1. Idealism, Realism, Pragmatism, Existentialism, Naturalism, Humanism

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Group discussion, Self Study, Seminar/ Presentation.
2. Group and individual field-based assignments

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

1. Visit to Institutes working on Philosophical Ideologies such as Gandhian, Arvindo, Rajnish, Kabir , Christ ,etc.
2. Assignment on the comparative philosophies of the saints such as Kabir, Tulsi, Meera, Shri Rang Avadhoot,Narsinh Mehta etc.
3. Students will be preparing a term paper on any given topic in the syllabus (directly or indirectly related to the syllabus) by specifically referring to latest journal articles as well as well known references.
4. Prepare a paper on comparison of different school of philosophy taken in pairs.
5. Prepare a report on the extent which democratic principles of education

- are maintained in institutions governed by different managements
- 6 Prepare a report on social composition and structure of a chosen school and social interaction amongst different groups
- 7 Write an ethnographic description of interaction in an elementary classroom
- 8 Write a paper on efforts of the central and state governments for access equity and Excellence in educational Institution.

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SEMESTER - I

CBCS: 102 - PCC

EDUCATION STUDIES

COURSE OBJECTIVES

1. To understand education as a phenomenon and as a field of study with a body of knowledge.
2. To examine education as interdisciplinary knowledge
3. To analyze the philosophical, social and the cultural dimensions of education.
4. To analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
5. To understand and apply knowledge with institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice.
6. To gain insight on various challenges and opportunities in education.

COURSE CONTENTS

UNIT – I Education as a Discipline

1. Concept of Education studies
2. Education as a discipline of study
3. Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.
4. Meaning and importance of: School, Curriculum, Syllabus, Textbook, Assessment, Pedagogy, Morality, Value, knowledge, construction of knowledge
5. Pedagogical Content Knowledge (PCK)
6. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, and economics.

UNIT – II Philosophical and Sociological Understanding of Education

1. Critical analysis of thoughts of following great thinkers with reference to curriculum, textbook, pedagogy, school, assessment,

discipline: Shri Aurobindo, Gijubhai Badheka, Acharya Vinoba Bhave, Nanabhai Bhatt, Jawaharlal Nehru, Dr. Zakir Husain

2. Role of school, parents, peer group and the community in socialization of a child.
3. Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society
4. Concept of Inclusive education and learning disabilities
5. Role of Education in addressing cultural diffusion, cultural acculturation, Cultural lag, and Cultural conflict.

UNIT – III Education in Independent India

1. Aims of education (National Focus Group 2006 by NCERT)
2. Relevance of the aims of education in context of democratic and secular society.
3. Constitutional provisions of education
4. Present structure of education in India from pre-school to university.
5. Functions of UGC, NCERT, NCTE, CBSE, SCERT & DIET.
6. Introduction of various schemes (Aims-Objectives-features): Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Rashtriya Uchchar Shiksha Abhiyan (RUSA), Gunotsav.

UNIT – IV Challenges and Opportunities of Education

1. Concept, merits and demerits of Globalization, Privatization (in context of education)
2. Right to Education Act, 2009 and its implementation
3. Education for sustainable development
4. Education of socio-economically deprived groups
5. ICT in Education
6. Teacher's autonomy and academic freedom
7. Human Rights and Education

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Group discussion, Self Study, Seminar/ Presentation.
2. Group and individual field-based assignments

- 3 Library readings on selected theme followed by group discussion

PRACTICUM

The students may undertake any one of the following activities and present the report:

1. Readings of original texts of Shri Aurobindo, Gijubha Badheka, Acharya Vinoba Bhave, Nanabhai Bhatt, Jawaharlal Nehru, Dr. Zakir Husain and presentation on linkage of various theoretical concepts with pedagogy and practices.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.
3. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary.
4. Preparation of Power-point presentation with reference to Sociological/ Cultural/ perspectives on purpose of Education study.
5. Collect views on any one challenge and opportunity of contemporary education.
6. Any other relevant practicum.

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SEMESTER - I

CBCS: 103 : TECC

TEACHER EDUCATION – I

PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

COURSE OBJECTIVES

1. To gain insight on concept, objectives and status of pre-service and in service teacher education
2. To be aware of historical background of teacher education in India
3. To understand the different modes of teacher education.
4. To examine the current pre-service and in-service teacher education programmes in terms of various policy documents.
5. To critically examine the role of various regulating agencies of teacher education
6. To explain structure, administration, curriculum methodology and evaluation procedure of pre-service teacher training.
7. Know methods and techniques for transaction of teacher education curricula.
8. Gain insight into the status of teachers in-service education in the country
9. Develop understanding of the process of in-service teacher education

COURSE CONTENTS

- UNIT – I Concept, and Components of Pre-service Teacher Education**
1. Concept, Need and Importance of Pre-Service Teacher Education
 2. Objectives of Pre-Service Teacher Education for pre-primary, elementary, Secondary & senior secondary stages.
 3. Pre-Service Teacher education in Pre and Post-independent India.

4. Modes of Pre-Service Teacher Education (Concept, merits and demerits) : Face to Face and Distance
5. Curriculum Components of Pre-Service Teacher Education (With reference to NCFTE-2009)

UNIT – II Organizational Pattern and Curriculum Transaction in Pre-Service Teacher Education

1. Present Norms and Standards of Pre-Service Teacher Education Programmes leading to following degree/Diploma:
 - Diploma in Preschool Education (DPSE)
 - Diploma in Elementary Education (D.El.Ed.)
 - Bachelor of Elementary Education (B.El.Ed.)
 - Bachelor of Education (B.Ed.) : Full time, Part Time and through Open and Distance Learning System
 - 4-year Integrated programme leading to B.A. B.Ed./ B.Sc. B.Ed.
 - Master of Education (M.Ed.)
 - B.Ed. M.Ed. (3 year Integrated)
2. Teacher Education Curriculum transaction practices proposed in NCFTE 2009.
3. Internship (Concept, objectives, the existing practices, organization and duration. Activities and experiences in pre-internship, internship and post-internship)
4. Evaluation in Pre-Service Teacher Education:
 - The Comprehensive Nature of Evaluation
 - The Evaluation Protocol
 - Tools (observational records, Reflective journal, checklists, portfolio assessment, open-ended questionnaire and interviews, oral and written tests, Rubrics, self-appraisal)
6. Teacher preparation for special needs education and physical education.

UNIT – III In-service Teacher Education: Concept, Modes, and Models

1. Concept, Significance, and Objectives of In-service Teacher Education.
2. Thrusts and Limitations of In-Service Teacher Education
3. Qualities and characteristics of an effective in-service teacher

educator

4. Modes of in-service teacher education (Concept, merits and Limitations): face-to-face, online and mixed mode

UNIT – IV Planning and organizing In-service Teacher Education

1. Organization and role of following agencies in the field of In-service teacher education: UGC, NCERT, NCTE, GCERT, CTE, IASE, DIET, CASE
2. Planning and organization of various In-service teacher education programmes conducted under SSA and RMSA.
3. Designing an In-service teacher education programme (basic guidelines in terms if purpose, duration, resources required, budget, training curriculum, training material and assessment)
4. Common problems of organizing In-service teacher education programme.
5. Models of in-service teacher education (Concept, merits and Limitations): induction, one shot, recurrent, cascade, multi-site, school based and course work.

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Group discussion, Self Study, Seminar/ Presentation.
2. Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and present the report:

1. A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, Organisation, transaction and assessment.
2. Design, implementation and evaluation of a training in put in any one course of pre-service teacher education
3. Review the any university curriculum of teacher education from the

- point of view of NCFTE-2009.
4. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcomes.
 5. Interview of practicing teachers to identify then a ture of in-service teacher education received and the felt needs.
 6. Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, practice teaching, co-curricular activities, &evaluation
 7. Study best practices of teacher education institutions
 8. Comparative Study of teacher education system in India and different countries
 9. Preparation of a Proposal for Organizing an In-service teacher education programme
 10. Any other relevant practicum

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SEMESTER - I

CBCS: 104 - TCC

INTRODUCTION TO RESEARCH METHODS

COURSE OBJECTIVES

On completion of this course, the students will be able to:

1. Understand research and its functions in the various fields of educational endeavor.
2. Understand the Place of Theory of Research work.
3. Understand the meaning of Educational Research of various types.
4. Acquaint the students with the methodology of Research of various types.
5. Develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly.
6. Learn to interpret educational research and investigation and to examine the scope of application of research
7. Describe the meaning, nature, purpose, scope, areas, and types of research in education.
8. Explain the characteristics and research paradigms in education: quantitative, qualitative and mixed research.
9. Review literature to plan a research study
10. Identify research problem along with its specification in terms of objectives, hypothesis, definitions, variables and delimitations.
11. Select and explain the method appropriate for a research study
12. Conduct a literature search and develop a research proposal

13. Explain about probability and non probability sampling design and select appropriate one for a research study
14. Explain various tools of research, design and procedure for collection of data

COURSE CONTENTS

UNIT-I EDUCATIONAL RESEARCH: BASIC CONCEPT

1. Educational research : Meaning, Nature, Scope, and Areas
2. Types of educational research: basic & applied research, evaluation research and action research, and their characteristics
3. Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics
4. Source of knowledge, The scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence
5. Qualities of good research and researcher- Constraints and limitations

Unit – II Selection of Research Problem and Drafting the Proposal

1. Sources of research problem
2. Characteristics of a good research problem
3. Criteria used in a selecting the problem
4. Narrowing the range of the problem
5. Drafting a research proposal

UNIT-III APPROACHES OF QUALITATIVE AND QUANTITATIVE RESEARCH

1. Quantitative: experimental, Survey, Developmental, Correlational, Historical.
2. Qualitative Research: Case Study, Ethnography, Narratives. Phenomenology.

UNIT –IV SAMPLING & TOOLS

1. Population and Sample and its type, sample size, sampling error, representative and biased samples, characteristics of a good sample
2. Characteristics of Good Research tools
3. Standardisation of a tool
4. Standardized tests, Questionnaire, Opinionnaire, Interview, Observation, Rating Scale, Attitude Scale, Check List

TRANSACTION MODE

Library study, Classroom discussion, Lecture, Panel discussion, Field work, etc.

PRACTICUM

The student teacher may undertake any one of the following activities:

1. Review of two research papers published in refereed international journals, one quantitative and the other qualitative.
2. Review of a Doctoral Thesis in Education.
3. Develop a research tool following standard procedure.
4. Develop a research proposal for M.Ed. Dissertation and its seminar presentation.
5. Selection of a problem and developing a research design.
6. Prepare a paper interpreting graphical representation of data given in an official research document like National Sample Survey Organization (NSSO) database, Human Development Reports, Census report, Economic Surveys etc.
7. A critical presentation of the use of statistical techniques in testing hypothesis in a research report.
8. Preparation of research abstract (at least five).
9. Preparation of a sample research article (area may be specified).

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SEMESTER

II

SEMESTER =- II

CBCS: 201 : PCC

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

COURSE OBJECTIVES

On completion of this course the student teachers will be able to:

1. Understand the meaning of Educational Psychology.
2. Develop an awareness of the different schools of Psychology
3. Get acquainted with the stages of growth and development; and to understand its Psychological impact.
4. Identify and choose the learning theory of their choice for teaching.
5. Get acquainted with the process of Group Dynamics in Instructional Settings.
6. Develop an understanding of Different Paradigms of Cognitive Theories.
7. Apply Constructivism to classroom teaching –learning process.
8. Understand Personality development, and Adjustment and Maladjustment.

COURSE CONTENTS

- UNIT – I SCHOOLS OF PSYCHOLOGY & HUMAN DEVELOPMENT**
1. Educational Psychology : Definition and Meaning of Educational Psychology
 2. Schools of Psychology with specific reference to changing Roles of teacher and Students: Vedic school, Behaviorist school, Humanistic school

3. Stages of human growth and its Psychological impact
4. Stage wise Human development : Mental, Social, Emotional

UNIT – II LEARNING

1. **Learning** : Nature and Concept, Laws of Learning, Levels of learning and Motivation
2. **Theories of learning:** Behaviorism: Trial and error-Thorndike, Classical Conditioning-Pavlov, Operant Conditioning-Skinner, Field theory-Kurt Lewin, Gestalt psychology -Kofka, Kohlar and Werthemer Theory of Hull and Tollman

UNIT – III COGNITIVE PARADIGMS AND CONSTRUCTIVISIM

1. **The Three Cognitive Paradigms:**
Paradigm – I: Eric-Kendall –the cellular and molecular contributions to Learning and Memory
Paradigm – II: Cognitive Theories – **D.P. Ausubel:** Verbal Meaningful Learning, **Gagne’s** conditions of learning , **J. S. Bruner:** Cognitive Theory through Discovery, **jean Piaget:** Genetic Epistemology and Cognitive Development.
Paradigm – III: Evolutionary view of Psychology of Learning.
2. **Constructivism:** Meaning, Definition and Concept Constructivists’ Approaches to Learning, Implications of Constructivism in Classroom Learning

UNIT – IV PERSONALITY AND ADJUSTMENT

1. Personality : Concept, development, types and measurement of personality tools and techniques.
2. Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behaviour approach – Miller, Dollard and Bandura; Humanistic approach – Roger, Maslow
3. Adjustment and Maladjustment : Concept and Understanding, Implications for education : with respect to Special and Gifted Children.

--- TRANSACTIONAL MODE

1. Lecture, Symposium, Workshop, Panel
2. Discussion
3. Case Study Experiments

4 Problem solving Film Show

--- **PRACTICUM**

The students may undertake any one of the following activities and present the report:

- 1 Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- 2 Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
- 3 Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- 4 Analysis of a case of maladjusted adolescent learner.
- 5 Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
- 6 Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- 7 Conduct a Focus Group Discussion and present a Report.
- 8 Visit of observation home, juvenile home, Special education centers and reporting on its structure and functioning.

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SEMESTER - II

CBCS: 202 : PCC

CURRICULUM STUDIES

COURSE OBJECTIVES

On completion of this course the students will be able to:

1. Define meaning of curriculum Transaction & Identify the components of curriculum.
2. Describe the various principles of curriculum development & Explain various determinants of curriculum
3. Describe and analyze various approaches to curriculum development & Explain and compare various types of curriculum
4. State the meaning of curriculum development & State major issues to be addressed through curriculum
5. Describe various modes of curriculum development & Explain various considerations for curriculum development
6. Describe various methods/media for transaction & Discuss approaches of curriculum transaction.
7. Explain role of ICT in curriculum Transaction & Define process of curriculum evaluation Differentiate between formative and summative evaluation Explain various tools used in curriculum evaluation.
8. Identify the various stages of project evaluation & Describe issues in curriculum evaluation

COURSE CONTENTS

UNIT – I NATURE, PRINCIPLES AND DETERMINANTS OF

CURRICULUM

1. Meaning and concept of curriculum
2. Curriculum as a body of organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, content, transaction mode and evaluation
4. Base/Foundations of Curriculum : Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests).
International Norms (bench marking). **Axiological Issues:** Ethics and aesthetic branch. Its origin and scope.
5. Determinants of Curriculum : Objectives-Values enshrined in the Constitution such as social justice, equality and secularism, Explosion of knowledge- Information vs. Knowledge, Nurturing creativity, Social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
Learner: growth and development
6. Approaches to curriculum : Subject centered, Community centere, Learner Centered and interdisciplinary curriculum

UNIT – II CURRICULUM DEVELOPMENT

1. Principles of Curriculum development: Principles of integration, Relevance, flexibility, quality, continuity and plurality; Conservative (Preservation of Culture etc.), Forward looking principle
2. Models of curriculum development: Hilda Taba 1962 model, Nicholls and Nicholls -1972 model, Willes and Bondi-1989 model, Goodlod's model, Need assessment model, Vocational/ Training model
3. Current Trends in Curriculum Development: Autonomy and Curriculum Development, Curriculum for Inclusion, Curriculum for International and Multicultural Education

UNIT – III CURRICULUM TRANSACTION

1. Curriculum transaction: Meaning and concept, Minimum requirement for curriculum transaction (Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate)

2. Relationship between Curriculum Transaction and Instruction: Instructional Design and Instructional System, Use of various methods & media in transaction with their strength and limitation, Role of Communication in Curriculum Transaction and its element, Enhancing curriculum transaction
3. Certain issues with curriculum and its transaction: Designing integrated and interdisciplinary learning experiences, Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts, Infusion of environment related knowledge and concerns in all subjects and levels, Centralized vs. decentralized curriculum, Diversity among teachers in their competence, Participation of functionary and beneficiaries in curriculum development, Learning to draw upon resources other than text books, Problem of curriculum load

UNIT – IV EVALUATION AND RESEARCH IN CURRICULUM CONSTRUCTION

1. Curriculum evaluation: Meaning, Concept, Nature, Purpose & Objective, Types of Curriculum evaluation, Ideas for Effectiveness, Criteria and Importance
2. Curriculum evaluation Models : Tyler's Model, Stakes' Model, Scriven's Model, Krikpatrick's Model
3. Approaches to curriculum evaluation : Academic and Competency Based
4. Tools and Techniques of Curriculum evaluation: Observation, classroom interaction (with teacher and in peer group, group work), Oral: pretesting, diagnostic questions, Interview: consulting users of curriculum, An opinionnaire: Maintaining daily by the children as well as teachers, Project work: Peer evaluation maintaining portfolio of the work and their presentation.

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Students are expected to study criteria/steps of Curriculum/Evaluation programme by consulting various books.
2. Some can be presented in a symposium. Panel discussion, symposium be used by students after enough library work.

3. Students should locate the research studies related to Curriculum/Evaluation programme to have a familiarity with the process of evaluation.
4. After arriving at definite criteria, they should try to evaluate a course/programme/textbook; some can be presented in the form of seminar.
5. Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars;
6. Self reading of original sources i.e. NPE, NCF, CUBE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.
7. Hands- on-experiences at work situation and observation of training sessions and presentation etc.

PRACTICUM

The students may undertake any one of the following activities and present the report:

1. Students will prepare an observation schedule for curriculum transaction in any one-school subject.
2. Student will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.
3. Student will integrate ICT for particular unit in teacher education course to transact the same.
4. Student will identify various issues in transacting Curriculum in Teacher Education Institute.
5. Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
6. Evolving criteria for development of syllabi and textbooks
7. Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations, observed visited and analysis of the own experiences.
8. Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

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SEMESTER - II

CBCS: 203 - TECC

TEACHER EDUCATION – II

PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

COURSE OBJECTIVES

1. To understand the perspectives and policies on teacher education
2. To appreciate the researches on various practices in teacher education
3. To highlight the areas of research in teacher-education programme and understand the problems faced in the areas of teacher-education.
4. To understand the roles and responsibilities of teachers and teacher educators
5. To acquaint with various issues and innovations in teacher education
6. To analyze current challenges of teacher education
7. To understand the recent trends in teacher education
8. To acquaint with quality standards in teacher education
9. To gain insight on quality improvement in teacher education
10. To acquaint with various innovations in teacher education

COURSE CONTENTS

UNIT – I Perspectives and Policy of Teacher Education

1. Concept of Teacher Development
2. Factors influencing teacher development
3. Berliner's stages of development of a teacher
4. Teacher education in following policies and documents:
 - NPE 1986 (Teachers and their training)

- POA 1992 (Teachers and their training)
- NCFTE 2009 (Concept, Concerns and Vision of Teacher Education)
- Vision of Teacher Education in India Quality and Regulatory Perspectives – Justice Verma Commission Report vol.1 - 2012 (Quality of Pre-service and In-service teacher education, Teacher Performance, Teacher Audit and recommendations).

5. Administrative Structure of Teacher Education at State and National Level Structure

UNIT – II Research in Teacher Education

1. Paradigms for research in teacher education (Walter Doyle, Pam Grossman and Morva McDonald).
2. Areas of research in teacher education.
3. Methodological issues and challenges:
 - direct versus indirect inference,
 - laboratory versus field research,
 - scope and limitations of classroom observation
 - generalizability of finding
4. Review of a few recent research studies in teacher education with reference to design, findings and policy implications

UNIT – III Challenges and issues in Teacher Education

1. The concept of Andragogy and its principles.
2. Code of Ethics for Teachers and Teacher educators.
3. Issues related to: Admission Criteria, commitment and teacher Performance (Assessment of Teacher Effectiveness), Curriculum Concerns in Teacher Education, Establishing Theory Practice Nexus, multiple subject teachers
4. Innovations in Teacher Education: Community Partnership, Effective classroom strategies, TQM in Teacher Education

UNIT – IV Improving quality of Teacher Education

1. Standards in Teacher Education:
 - Unit standards by National Council for Accreditation of Teacher Education (NCATE)

- Quality indicators for teacher education by National Assessment and Accreditation Council (NAAC)
2. Reflective Teaching (Concept, Nature, Need, Psychological foundation of reflective teaching)
 3. Reflective teaching in Pre-service teacher education: Concept, Models (Wellington and Austin's model, LaBoskey Model)
 4. ICT in teacher education (use of ICT in admission, curriculum transaction, practice teaching and internship, and assessment)

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Group discussion, Self Study, Seminar/ Presentation.
2. Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and present the report:

7. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
8. Select any one current practice in teacher education and trace the background of its formulation as a policy.
9. A review of researches in any one area of research in teacher education and write the policy implications.
10. A review of a research article in teacher education and write implications for practitioner.
11. Seminar on the paradigms for research on teaching research on effectiveness of teacher education programmes.
12. Case study on innovative Institutions in teacher education
13. Development of tools for evaluation of practice teaching programme
14. Develop lesson plans for reflective teaching
15. Prepare a rubric on the bases of selected standards for teacher education
16. Any other relevant practicum

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SEMESTER - II

CBCS: 204 - TCC

ADVANCED RESEARCH METHODS

COURSE OBJECTIVES

On completion of this course, the students will be able to:

1. Understand the scope and application of educational statistics.
2. Acquire himself with statistical theories and its application in Educational Research.
3. Appropriate the role of parametric and non-parametric statistics in various types of educational research.
4. Understand the importance of educational statistics and its relationship with of educational
5. Gain understanding of the concepts and methods used in Statistical analysis of test scores.
6. Gain idea about the concept of qualitative and quantitative data .
7. Understand the concept of Inferential and Descriptive Statistics.
8. Test specific hypotheses about populations based on their sample data
9. Use appropriate procedures to analyze qualitative data

10. Interpret results obtained through different techniques of analysis of data
11. Give insight into research embedded instruction
12. Report the research work in accordance with the current trends and procedure of report writing

COURSE CONTENT

UNIT-I ADVANCED RESEARCH

1. Research ethics & its Important.
2. Digging data from Survey Archives, Written Records - Recording Content Analysis of Documents/text books and Case studies
3. Concept and uses of following methods:
 - (i) Ex-Post-Facto;
 - (ii) Laboratory experiment;
 - (iii) Field Studies and Field Experiment
 - (iv) Ethnographic and Documentary Analysis.
4. Research Report writing.

UNIT-II INTRODUCTION TO STATISTICS IN EDUCATIONAL RESEARCH- I

1. Use of statistics for managing data
2. Nature and Types of educational data
3. Organization and tabulation of data.
4. Frequency distributions
5. Graphic Representation of data - Histogram, Frequency Polygon, Frequency curve, Ogives, Pie diagram and Bar Diagram- Advantages and uses of Graphic representation of data
6. **Measures of Relative Position-** Meaning, Concept and Uses of Percentiles, Quartiles and Percentile Rank, z-scores

UNIT-III INTRODUCTION TO STATISTICS IN EDUCATIONAL RESEARCH- II

1. **Measures of Central Tendency and Dispersion-** Concept and Uses of Measures of central tendency, Concept and Uses of Measures of Dispersion
2. **Measures of Relationship:** Concept and Uses of Measures of: Correlation, item analysis, Estimation of reliability and validity.
3. **Regression and Prediction:** Concept of Simple Linear Regression and Regression Equations – Standard Error of Estimate as accuracy of prediction.
4. **Normal Probability Distributions Characteristics, Uses (Only Concept), Skewness & Kurtosis (Only Concept).**

UNIT-IV INFERENTIAL ANALYSIS OF QUANTITATIVE & QUALITATIVE DATA

1. **Null-Hypothesis:** Concept & Testing.
2. **Significance of Statistics :** Concept of Standard Error, Estimating Confidence Limits of Mean (Small and Large Sample).
3. **Parametric test:** Concept and uses of t-test, Analysis of Variance and Covariance.
4. **Testing of null hypothesis and non parametric methods:** Concept & Uses of Chi-Square test, Sign test, Median Test,
5. **Factor Analysis:** Concept & it's Importance
6. **Qualitative data Analysis: Concept and types.**

TRANSACTIONAL MODE

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.

PRACTICUM

The student teacher may undertake any one of the following activities:

1. A critical assessment of statistical techniques used in a research report
2. Preparation of graphic designs of data obtained in a research study
3. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis
4. Analysis of data using statistical Packages

5. Review of two published papers one quantitative and the other qualitative
6. A critical presentation of the use of statistical techniques in testing hypothesis in a research report

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SEMESTER

III

SEMESTER - III

CBCS: 302: PCC

SOCIOLOGY OF EDUCATION

COURSE OBJECTIVES

On completion of this course the students will be able to:

1. Understand the social context of education
2. Appreciate the relationship between education and society
3. Understand the role of education in a changing social context
4. Decipher the nature and scope of sociological inquiry in education
5. Appreciate the role of education in the context of national development
6. Provide an understanding of certain current problems and issues in the social context

COURSE CONTENT

UNIT – I SOCIOLOGY OF EDUCATION: CONCEPTUAL FRAMEWORK

1. Meaning , Definition , Concept, Scope, Nature, Function and Understanding of Sociology of Education
2. Difference between: Sociology of Education, Educational Sociology and Social Foundations of Education
3. Social purpose of education and Dynamic relationship of education with society
4. Education as an Institution;, a social sub system, as a socialization process and a process of social progress; Major roles and status (Students, teachers and administrators interrelationships)

UNIT – II SOCIAL CHANGES AND EDUCATION

1. Meaning and Nature of Social change, Relationship between Education and Social change.
2. Factors promoting Social change: Family, religion, school and mass media.
3. Social stratification: Castes and Creeds, Social Groups and Social Class and it's Impact of Education
4. Constraints on social change : Caste, Class, Language, Religion, Population and Regionalisms.
5. Social control: Education of socially and economically disadvantaged section of society with special reference to : Scheduled Caste, Scheduled Tribes, Women and Rural Population.
6. Factors influencing Social Change and Education: Social Mobility (Westernization, Sanskritisation, Urbanization and Industrialization and Modernization), Social organizations, Social institutions, Modern Trends, Attitude and Values.

UNIT – III SOCIAL EDUCATIONAL OUTCOMES

1. **Culture** : Concepts of Culture, Sub-Culture and Multiculturalism , Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education; Role of Education in transmission of the cultural heritage
2. **Moral and Religious bases of Education**: Secularism and religious Education, Moral and spirituals Education, Education for

- national integration and international understanding
3. **Politics:** Concept of Democracy, Welfare state, Equity and Education.

UNIT – IV EDUCATIONAL & SOCIAL DEVELOPMENTS - CONTEMPORARY ISSUES

1. **Literacy:** Constitutional Provisions and its implications for education; Code of Conduct / /Professional Ethics for Teachers and Students; Approaches to professionalization of higher education
2. **Globalization and Privatization :** Concept, Overview of its impact on Education and Society.
3. **Peace Education:** Concept, Overview of its impact on Education and Society.
4. **Right based approach to Education:** Human Rights Education, Child Rights, Right to Education Act, Rights for women, destitute, ICDS in bringing equity and protecting rights

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

- 1 Group discussion, Self Study, Seminar/ Presentation.
- 2 Group and individual field-based assignments

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

- 1 Prepare a report on the extent which democratic principles of education are maintained in institutions governed by different managements
- 2 Prepare a report on social composition and structure of a chosen school and social interaction amongst different groups
- 3 Write an ethnographic description of interaction in an elementary classroom
- 4 Write a paper on efforts of the central and state governments for access equity and excellence in Educational Institutions.

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SEMESTER – III

CBCS: 303 - SCCE -1

SYSTEM, STRUCTURE AND ISSUES IN ELEMENTARY EDUCATION

COURSE OBJECTIVES

After completion of the course the student teachers will be able to:

1. Understand the context of elementary education.
2. Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

3. Understand the importance of elementary education envisaged in different education reports and policies.
4. To develop understanding about different constitutional provisions related to education
5. Understand the positive impact of the UEE on Indian primary education
6. Understand management structure of elementary education at different level
7. Develop understanding of status of elementary education, its issues and innovations.

COURSE CONTENT

UNIT – I PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION

1. Concept of primary education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
2. Historical Perspectives of Elementary Education in Pre - Independent India (brief review)
3. Nature and focus of Elementary Education in Post-Independent India (brief review)
4. Meaning, need and significance of elementary education in India - Focus of elementary education as envisaged in different education commissions and policies (Kothari Commission, NPE 1986, POA 1992) - Elements of Quality Primary Education.
5. Recommendations of Delors commission in terms of four pillars of education

UNIT – II STRUCTURE OF ELEMENTARY EDUCATION

1. 1997 - 86th Constitutional Amendment Bill (RTE) - EFA- Education For All with special reference to Early Childhood Education, improving Schooling and financing quality education
2. Structure and Status of Elementary Education in India

with context to different Boards: State Boards, CBSC, ICSE, IGCSE and International Boards- Purpose and Functions

with context to different types of Schools: Government / aided / Unaided, Public, Kendriavidyalaya, Navodaya Vidyalaya, International Sc

with context to different levels: National and State level, NCERT, SCERT, KV, NVS etc.

with context to Open schooling: National and State Open schools- Objectives and Functioning

with context to Nature and forms of inequality: including dominant and minor groups , gender inequality in schooling, public - private schools, rural - urban - tribal schools

3. Management Structures of Elementary Education at Different Level: National, State, District (including Municipal Corporation) Block, Cluster, School
4. Global Perspectives: Elementary Education in England, France, USA, Australia, Japan, Russia, China.

UNIT – III ELEMENTARY EDUCATION IN INDIA

1. Critical appraisal of the Current Status of Elementary Education in India: (Universal access to enrolment of elementary education, Retention of children in the age group of 6 to 14, Improvement in quality of education to enable all children to attain essential levels of life)
2. Universalizing elementary education UEE in India. (Concept, objectives, meaning and justification of UEE)
3. Positive Impacts of Universalization of Education with reference to the equity principles (Bridging the gender and social gaps, Getting rid of poverty and social discrimination nexus, Breaking inter generation cycle of illiteracy, Developing self confidence in new generation, taking care of migrant population)
4. Critical appraisal of current status of UEE (access, enrolment, and retention): differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population).

5. Programmes Measures towards realization of UEE (Universalization of Elementary Education)

UNIT – IV CHALLENGES IN ELEMENTARY EDUCATION

1. Major Issues and Challenges in UEE in India
- Enrolment and dropout
 - Migration of parents
 - Making education assessable to remote areas Availability of Subject Specialized teachers
 - Primary education of SC, ST and Gifted Children and attempts of adjustment
- Teacher Student Ratio at primary and upper primary level
2. Critical appraisal of the elementary teacher education programmes in the GUJARAT: Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multi grade contexts.
3. Innovations in Elementary Education
4. SSA (SarvaSikshaAbhiyan) objectives & functions

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

- 1 Lecture-cum-discussion, Discussion and reflection in groups;.
- 2 Assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

- 1 Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/ participation, dropout and learning achievement and present in a seminar.
- 2 Prepare a report on the evaluative studies of SSA, DPEP, PECR, OB,

- PMOST, EDC etc
- 3 Collect news paper evidences related to violation of child rights.
Analyse the evidences and suggest some measures to prevent it
 - 4 Survey the status of elementary education.

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SEMESTER - III

CBCS: 303 - SCCS-1

SYSTEM, STRUCTURE AND ISSUES IN SECONDARY EDUCATION

COURSE OBJECTIVES

On completion of this course the student teachers will be able to:

1. Know the evolution of secondary and higher secondary education in India.
2. Understand the concept of secondary and higher secondary education
3. Know and analyze the different Structures of Secondary and Higher Secondary Education
4. Understand the Global Perspectives of Secondary and Higher Secondary Education
5. Understand the nature-scope and systems of secondary and senior secondary education
6. Understand the problem and challenges related to secondary and senior secondary education
7. Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
8. Identify critical issues related to universalization of secondary education
9. Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
10. Know the New Trends and Innovation in Secondary and Higher Secondary Education

COURSE CONTENT

UNIT – I PERSPECTIVE AND CONTEXT OF SECONDARY AND HIGHER SECONDARY EDUCATION

1. Concept of Secondary and Higher Secondary Education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
2. Historical Perspectives of Secondary and Higher Secondary Education in Pre - Independent India (brief review)
3. Nature and focus of Secondary and Higher Education in Post-Independent India (brief review)
4. Recommendations of Commissions and Policies on Secondary and higher secondary Education: Mudaliar commission, Kothari commission Yashpal Committee NPE 1986, POA 1992
5. Recommendations of Delors commission in terms of four pillars of education

UNIT – II STRUCTURE OF SECONDARY AND HIGHER SECONDARY EDUCATION

1. Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education(NCF - 2009)
2. Structure and Status of Secondary and higher secondary Education in India: **with context to different Boards:** State Boards, CBSC, ICSE, IGCSE and International Boards- Purpose and Functions, **with context to different types of Schools:** Government / aided / Unaided, Public, Kendriavidyalaya, NavodayaVidyalaya, International Schools and schools for weaker sections, **with context to different streams:** Arts, Commerce, Science and Vocational; their significance, **with context to different levels:** National and State level, NCERT, SCERT, KV, NVS etc, **with context to Open schooling:** National and State Open schools-Objectives and Functioning, **with context to Nature and forms of inequality:** including dominant and minor groups , gender inequality in schooling, public - private schools, rural - urban - tribal schools
3. Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.
4. Global Perspectives: Secondary and Higher Secondary Education in England, France, USA, Australia, Japan, Russia, China,

UNIT – III PROBLEMS AND CHALLENGES OF SECONDARY AND HIGHER SECONDARY EDUCATION

1. Universalisation of Secondary Education
2. Alternative Schooling at Secondary Stage

3. Problems / challenges / strategies / intervention in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
4. Education for girls, disadvantaged and differently able children and slow learners and interventions to solve the problems
5. Classroom discipline, under achievement, lack of motivation, delinquency and maladjustment
6. Teaching-learning for adolescents
7. Exposure to integrated and subject specific streams, guidelines and counseling strategies to meet changing physiological and sociological requirements.
8. Education for Multiple Intelligence

UNIT – IV NEW TRENDS AND INNOVATION IN SECONDARY AND HIGHER SECONDARY EDUCATION

1. Universalization of Secondary and Higher Secondary Education: Need, Challenges and Actions.
2. Rashtriya Madhamik Shiksha Abhiyan (RMSA)- Objectives and Functioning
3. Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning
4. Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

- 1 Group discussion, lecture-cum-discussion, panel discussion, symposium, preparation of reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

- 1 Demonstrating a training technique with peers followed by discussion
- 2 Constructing a tool for evaluation of specified skills/understanding/attitudes
- 3 Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
- 4 Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure
- 5 Conducting a survey of secondary schools on the chosen area such as causes of under achievement and suggest improvement there of
- 6 Visits to different types of secondary schools and preparation of school profiles
- 7 Conduct interview on teachers/students/parents of different schools and prepare a report on problems they face.
- 8 Identification of dedicated and sincere teachers and preparation of their profiles
- 9 Visit to alternative education centers at secondary level and preparation of a report
- 10 Survey of educational needs of disadvantages/disabled students at secondary level,

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SEMESTER - III

CBCS: 304 : SCCE-2

CURRICULUM, MANAGEMENT AND PEDAGOGY IN ELEMENTARY EDUCATION

COURSE OBJECTIVES

1. To develop insight for curriculum in elementary education
2. To develop an understanding of underlying principles of curriculum development at elementary stage
3. To understand administration and management at elementary school level
4. To acquaint with child centered pedagogy
5. To understand effective uses of various methods and approaches of teaching language, mathematics, science, social/environmental science, arts and physical education at elementary level

COURSE CONTENTS

UNIT – I Curriculum

1. Meaning and Concept of Curriculum at Elementary School Level (Standard 1 to 8)
2. Aims and Objectives of Curriculum at Elementary School Level
3. Guiding principles of curriculum development for elementary education
4. Planning of curriculum for curricular areas (as suggested in NCF 2005)
 - Language
 - Mathematics
 - Science
 - Social Sciences
 - Art Education
 - Health and Physical Education

5. Material and Aids for curriculum transaction at elementary School Level : Textbooks, Reference Books, Teachers' handbook, Library, Laboratories, Teaching Aids, Digital Recourses (characteristics,

UNIT – II Management

1. School Management (Meaning, Concept, Need, Importance)
2. Management structure at different level (Institutions, their organization, functions, roles and responsibilities) : National, State, District (including Municipal Corporation), Block, Cluster, School (including SMC)
3. Availability and Management of Resources:
 - Physical Resource Management – Management of the School plan
 - Human Resource Management – Management of the School Staff,
 - Delegation of Roles and Responsibilities (Need and Relevance)
 - Democratic Decision Making: Need and Purpose
 - Financial Resource Management : Process and Procedure
4. School Supervision: Concept, Need, Purpose
5. Appointment process of Principals and Teachers at Elementary School Level in Gujarat
6. Assessment and Accreditation initiative in Gujarat: Gunotsav merits and demerits)

UNIT – III Pedagogy- I

1. Child centered pedagogy: Concept, Learners in Context, Development and Learning
2. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving
3. Pragna Approach' at Elementary School level
4. Language(s): factors influencing language development, objectives of teaching mother-tongue/language(s) & Secondary languages,
5. Language Skills Development: Pedagogy for development of listening skills, speaking skills, reading skills, and writing skills

UNIT – IV Pedagogy- II

1. Mathematics: objectives of teaching mathematics for elementary school, problems in mathematics education, strategies for teaching concepts, principles, computational and drawing skills and problem solving abilities in mathematics; laboratory approach to learning mathematics
2. Science: objectives of teaching science for elementary school, Constructivist approaches and methods for teaching science (Experimental Method, Project Method, Problem Solving Method, Guided Discovery Method, Brain storming, Simulation, Role play)
3. Social Science/Environmental Studies: objectives of teaching Social Science/Environmental Studies for elementary school, organization of learning experiences, observation, investigation and exploration of the social world and environment of the child
4. Art Education and Health & Physical Education: Objectives and instructional strategies
5. School based Continuous and Comprehensive Evaluation at Elementary School Level(Present Practice)

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Group discussion, Self Study, Seminar/ Presentation.
2. Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and present the report:

1. Elementary School level curriculum related research – review any 5 research studies and prepare a report on it.
2. Visit any Elementary school and collect the information about types of material and aids available in it.
3. Visit any Elementary school and collect the information about Pragna Abhigam.

4. Visit any Elementary school and prepare a Report on School based Continuous and Comprehensive Evaluation sheet used at Elementary School level.
5. Design an instructional plan of a unit in a subject at elementary level, implement the plan and prepare a reflective report.
6. Interview with an elementary school principal, teacher, SMC member, BRC Co-ordinator, CRC co-ordinator about the administration and management process.
7. Any other relevant practicum

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SEMESTER - III

CBCS: 304: SCCS-2

CURRICULUM, MANAGEMENT AND PEDAGOGY IN SECONDARY EDUCATION

COURSE OBJECTIVES

1. To develop insight for curriculum in secondary education
2. To develop an understanding of underlying principles of curriculum development at secondary stage
3. To understand administration and management at secondary school level
4. To acquaint with pedagogy for secondary level education.
5. To understand effective uses of various models of teaching
6. To develop insight for assessment at secondary school level.

COURSE CONTENTS

UNIT – I Curriculum

1. Meaning and Concept of Curriculum at Secondary School Level (Standard 9 to 12).
2. Aims and Objectives of Curriculum at Secondary School Level
3. Guiding principles of curriculum development for secondary education
4. Planning of curriculum for curricular areas (as suggested in NCF 2005)
 - Language
 - Mathematics
 - Science
 - Social Sciences
 - Art Education
 - Health and Physical Education
5. Material and Aids for curriculum transaction at secondary School

Level : Textbooks, Reference Books, Teachers' handbook, Library, Laboratories, Teaching Aids, Digital Recourses (characteristics, merits and demerits)

UNIT – II Management

1. School Management (Meaning, Concept, Need, Importance)
2. Management structure at different level (Institutions, their organization, functions, roles and responsibilities) : National, State, District (including Municipal Corporation), School
3. Availability and Management of Resources: Physical Resources, Human Resources and Financial Resources
4. School Supervision: Concept, Need, Purpose
5. Appointment process of Principals and Teachers at Secondary School Level in Gujarat
6. Assessment and Accreditation initiative in Gujarat

UNIT – III Pedagogy- I

1. Child centered pedagogy: Concept, Learners in Context, Development and Learning
2. Concept of critical pedagogy
3. Constructivism and Social Constructivism (Concept, implication for secondary school curriculum transaction)
4. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving
5. Instructional Objectives: Bloom's taxonomy, Revised Bloom's taxonomy (Anderson and Krathwohl), Ways to state and use instructional objectives (Mager's recommendations, Gronlund's recommendations) Formulation of instructional objectives (Gro
6. Information Processing Theory and Model

UNIT – IV Pedagogy- II

1. Learning Tactics: Rehearsal, Mnemonic Device, Self-Questioning, Note taking
2. Models of Teaching: Concept, characteristics, and importance
3. Models of Teaching:
 - Self-Control Model
 - Concept Attainment Model
 - Inductive Thinking Model
 - Advance Organizer Model

- John Keller's ARCS Model of Motivational Design
4. School based Continuous and Comprehensive Evaluation at Elementary School Level (Present Practice)

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Group discussion, Self Study, Seminar/ Presentation.
2. Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and present the report:

1. Secondary School level curriculum related research – review any 5 research studies and prepare a report on it.
2. Visit any secondary school and collect the information about types of material and aids available in it.
3. Visit any secondary school and prepare a Report on School based Continuous and Comprehensive Evaluation sheet used at secondary school level.
4. Conduct a comparative study of Bloom's taxonomy and Revised Bloom's taxonomy and critically reflect on your observations.
5. Design instructional plans (on the bases of any two models of teaching) of a unit in a subject at secondary level, implement the plan and prepare a reflective report.
6. Interview with an secondary school principal, and teacher about the administration and management process.
7. Interview with a science teacher about their experience, views, and expectations related with Methods and techniques for secondary school.
8. Any other relevant practicum

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SEMESTER

IV

SEMESTER – IV

CBCS: 401 : PCC

HISTORY AND POLITICAL ECONOMY OF EDUCATION

COURSE OBJECTIVES

- On completion of this course the student teachers will be able to:
1. To develop knowledge and understanding of the history of education
 2. To understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees
 3. To get acquainted with the different aspects of growth of the national system of education
 4. To get acquainted with the role of politics in education
 5. To get acquainted with the role of education in economic development

COURSE CONTENTS

UNIT – I HISTORY OF EDUCATION IN INDIA

1. Need and importance of History of Education.
2. Education in Ancient India: Vedic, Buddhist, Jain, Islamic (aim, objective, curriculum, method of teaching and evaluation, impact on present education)

3. Education in Medieval India: Macaulay's Minute, Woods Dispatch, Sargent commission (merit- demerit ,impact on present education)
4. Discontentment against western system of education

UNIT – II NATIONAL EDUCATIONAL MOVEMENT

1. Brief Review: University Education Commission:1948, Secondary Education Commission: 1952-53, Indian Education Commission: 1964-66, National policy on education 1968, New education policy 1986
2. New National Policy of Education: 1992(POA), Review of NCF 2005, and NCFTE 2009, Review of Yashpal committee report on Indian Higher education 2009, Review of RTE Act 2009

UNIT – III POLITICS IN EDUCATION

1. Relationship between education and political systems.
2. Education in democracy with reference to multicultural & multilingual societies.
3. Constitutional provisions for education in India
4. New trends, problems and their possible solution of Indian Education system (primary to higher education)
5. Globalization and politics of Education

UNIT – IV EDUCATION AND ECONOMIC DEVELOPMENT

1. Concept and Importance of Human Capital, Education and Human Capital Formation
2. Contribution of Education to Economic growth: Critical and Empirical Analysis, Social and Private Cost, Opportunity Cost and Unit Cost
3. Constitutional provisions for education in India
4. Education as an Investment, Returns/Benefits from Educational Investment
5. Manpower approach for Educational planning, management and finance

--- TRANSACTIONAL MODE

- The course would be transacted through participatory approaches including
1. Lecture, Symposium, Workshop, Panel Discussion, Case Study
 2. Experiments , Problem solving Film Show

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

- 1 Prepare slide show on education in ancient period and medieval period
- 2 Paper Presentation on critical analysis of education system in ancient period and medieval period
- 3 Collect information regarding the education institutions in medieval period.
- 4 Collect information and make presentation on different types of universities.
- 5 Critical analysis of selected educational policy of India

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SEMESTER - IV

CBCS: 402 : ESTC (ELECTIVE PAPER –1)

PEDAGOGY AND ASSESSMENT

COURSE OBJECTIVES

- After completion of the course the student teachers will be able to:
1. To know concept of Pedagogy.
 2. To Understand the Techniques of Pedagogy.
 3. To Know the Assessment of teaching-learning.
 4. To Know the Tools and Techniques of Assessment.

COURSE CONTENTS

UNIT – I CONCEPT OF PEDAGOGY

1. Pedagogy: Meaning, Scope and Objective
2. Child centered pedagogy: Development of Concept, Understanding, Logical, reasoning, Critical, Thinking and problem solving.
3. Devices of teaching: Meaning, Importance & Types. (Teaching-Fixed)

UNIT – II TECHNIQUES OF PEDAGOGY

1. Techniques of Teaching: Lecture, Questioning, Project, Team

- Teaching, Workshop, Panel Discussion & Assignment.
- 2. Memory Level (Herbetian Model), Understanding Level (Morrison Teaching Model) & Reflective level (Biggs and Hunt teaching Model)
- 3. Use of Blogs, YouTube, Digital Encyclopedia & Ted talks.

UNIT – III ASSESSMENT IN TEACHING-LEARNING

- 1. Assessment-History, concept, Difference between – Measurement, Evaluation & Assessment.
- 2. Importance of Assessment.
- 3. Formative and Summative Assessment.
- 4. Assessment for Learning: Concept & Principles.

UNIT – IV TOOLS & TECHNIQUES OF ASSESSMENT

- 1. Characteristics of Good Assessment Tools.
- 2. Assessment Tools: Teacher made Test, Diagnostic Test, Checklist, Rubric and Portfolio.
- 3. Assessment Techniques: Writing, Oral, Observing, Projects, Interview, Continues & Comprehensive Assessment.

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

- 1 Lecture, Classroom interaction.
- 2 Debate, Library search, Field work

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

- 1 Study Pedagogy and Assessment and its major points
- 2 Conduct Assessment Seminar and Report it.
- 3 Develop One Assessment Tools and Submit it.

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SEMESTER – IV

CBCS: 402 - ESTC (ELECTIVE PAPER : 2)

EDUCATIONAL MANAGEMENT AND LEADERSHIP

COURSE OBJECTIVES

- After completion of the course the student teachers will be able to:
1. Understand Meaning, Nature, Functions, Principles of Educational Management.
 2. Get acquainted with the process of Educational Management.
 3. Oriented towards the procedure of improvement in the field of Education.
 4. Understand the meaning and importance of Communication in Educational Management.
 5. Get acquainted with the meaning, importance and principles of human relations in education.
 6. To develop an understanding of concept of and need for management of education.

7. Develop an understanding of leadership in the context of education.
8. Manage performance and information systems in education.
9. Develop an understanding of planned change and information management in education
10. Understand time, crisis and anger management.

COURSE CONTENTS

UNIT – I EDUCATIONAL MANAGEMENT

1. Definition and concept of management
2. Concept, Need and Objectives of Management of Education, Fayol’s Principles of Management
3. POSDCORB (Planning, Organizing, Staffing, Directing, Co-ordination, Reporting, Budgeting) and PODC (Planning, Organizing, Directing, Control) approaches
4. Organizational context of management
5. Educational Manager: Functions, Mintzberg’s Managerial Roles, Competencies and Skills, Managerial Creativity, Managerial Ethics

UNIT – II PERFORMANCE AND RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS

1. Scientific principles of management-CPM
2. Nature and characteristics of resource in education.
3. Need for resource management in education. ..Resources: Material resources, Human resource , Financial resource (concept, need, principles)
4. **Staff Development** : Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development
5. **Managing People** : Crisis Management: Types of Crisis on the basis of Crisis, Responsibility, Stages of Crisis, Steps of Crisis Management, Role of Crisis Manager, Anger Management: Sources of Anger, Strategies for handling Anger, Time Management: Obstacles to Time Management, Strategies for Effective Use of

Time, Maintaining Relationships with principal.

UNIT – III EDUCATIONAL MANAGEMENT PRACTICE IN THE PRESENT DAY CONTEXT

1. Meaning, nature, scope and principles of modern scientific management
2. Systems approach to operational management in education
3. **Performance Management:** Performance Management: Principles, Process and Concerns, Application of Performance Management: Individual Performance and its Relationship with Organizational Development, Concept of Pay for Performance in Education, Measuring Performance: Performance Appraisal with reference to its Purpose and Process, Tools and Techniques, Performance Based Assessment System (PBAS) with reference to Academic Performance
4. **Management of Information Systems:** Concept of Integrated Information- Management System, Types of Information Systems, Five Sub Systems of an Institution, Uses of Management Information System (MIS) in Education, Positive and Negative Impacts of Information System, Knowledge Management: Concept, Knowledge Management Process Model, The Japanese- Models-of Change: Just in Time, Poka yoke, Consensus Consultation Involvement, Kaizen, Flexibility and Teamwork

UNIT – IV CONTROLLING AND LEADERSHIP STYLES IN EDUCATIONAL MANAGEMENT

1. Centralization Vs. Decentralization styles in educational management
2. PERT, PPBS, Control and methods of controlling ,Control-diameter, unity of command
3. System Evaluation, Programme Evaluation and Evaluation of Functionaries
4. Leadership for effective management : Characteristics of Leader

and Manager, Effective and Successful Leader to Leadership: Trait, Transformational, Transactional, Value Based, Cultural

5. Theory and Practice: Blake and Mouton's Managerial Grid, Fiedler's Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory, Path Goal Theory

--- **TRANSACTIONAL MODE**

The course would be transacted through participatory approaches including

- 1 Group discussion, Self Study, Seminar/ Presentation.
- 2 Group and individual field-based assignments

--- **PRACTICUM**

The students may undertake any one of the following activities and present the report:

- 1 Critical Analysis of school education Act of a State.
- 2 Preparation of questionnaire for micro-level educational survey.
- 3 Preparation of interview schedule for micro- level educational survey.
- 4 Formulation of a school mapping exercise for location of schools in an identified area.
- 5 Preparation of plan for instructional management in a secondary school.
- 6 Preparation of an institutional plan.
- 7 Critical of an educational project.
- 8 Evaluation of management of DPEP activities in a district.

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SEMESTER – IV

CBCS: 402 : ESTC (ELECTIVE PAPER – 3)

INCLUSIVE EDUCATION

COURSE OBJECTIVES

- On completion of this course the students will be able to
- 1.** Understand concept, meaning and significance of inclusive education
 - 2.** Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers
 - 3.** Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
 - 4.** Understand the nature of difficulties encountered by children
 - 5.** Preparation of teachers for inclusive schools,
 - 6.** Analyze special education, integrated education, mainstream and inclusive education practices,

7. Identify and utilize existing resources for promoting inclusive practice.

COURSE CONTENTS

UNIT – I Introduction of Inclusive Education and Teacher Preparation

1. Definition, concept and importance of inclusive education.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children in the context of right to education.
5. Teaching skills and competencies, Professional ethics
6. Institution training teachers for inclusive education, Professional growth of teachers and teacher educators

UNIT – II National and International Initiatives-I

1. Recommendations of the Indian Education Commission (1964-66).
2. Scheme of Integrated Education for Disabled Children
3. National Policy on Education (NPE, 1986-92), The Persons with Disabilities Act (PWD Act, 1995) & National Curriculum Framework, 2005 NCERT
4. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 & 12).
5. The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
6. The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education

UNIT – III National and International Initiatives-II

1. Project PIED, IEDC Scheme 1974 AND 1981
2. DPEP, SSA.
3. Centrally sponsored Schemes, N.G.O involvement—teacher preparation

4. The Mental Health Act 1987.
5. Rehabilitation Council of India Act, 1992
6. The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

UNIT – IV Current Issues in Inclusive Education

1. Inclusion of all children with diverse needs in existing schools
2. Early identifications and placement in inclusion,
3. Development of plus curriculum
4. Coordination and utility of resources
5. N.C.F and adaptation of teaching learning material
6. Research priority in inclusive education

--- **TRANSACTIONAL MODE**

1. Lecture, Symposium, Workshop, Panel
2. Discussion
3. Experiments
4. Live Visit

--- **PRACTICUM**

The students may undertake any one of the following activities and present the report:

1. Do some Research work based on Inclusive Education.
2. Prepare draft report of some inclusive education institution.
3. Visit Inclusive Education Institution and Do some Teaching work there

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SEMESTER – IV

CBCS: 402 : ESTC (ELECTIVE PAPER : 4)

EDUCATIONAL POLICY AND POLICY RESEARCH

COURSE OBJECTIVES

At the end of this course the student teachers will be able to:

1. Understand the formulation of educational policy
2. Know the procedure of policy implementation
3. Learn about the monitoring of the issues involved
4. Understand the policy research
5. Understand the Linkage between education policy and national development policy

COURSE CONTENTS

UNIT – I FORMULATION OF EDUCATIONAL POLICY

1. Type of Education Policy - national, state level, institutional, short-term, long-term

2. Need and importance of educational policy
3. Determinant of Educational Policy
4. Educating policy vis-à-vis development policy
5. School development policy

UNIT – II POLICY IMPLEMENTATION

1. Formulation of Plan of Action
2. Policy parameters - formulation of programmes and strategies
3. Identification of implementation agencies
4. Role of civil society and NGO in policy implementation
5. Issues involved in implementation

UNIT – III MONITORING AND EVALUATION OF POLICY IMPLEMENTATION

1. Monitoring - issues involves
2. Evaluation strategies
3. Setting evaluation criteria

UNIT – IV POLICY RESEARCH

1. Concept
2. Analysis of documents
3. Research Surveys
4. Evaluation studies, impact evaluation, process evaluation
5. Linkage between education policy and national development policy

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Lecture, Classroom interaction.
2. Debate, Library search, Field work

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

1. Study one educational policy and elicit its major points

- 2 Conduct a policy survey
- 3 Develop one illustrative educational policy for one school
- 4 Study a national policy and write a report

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SEMESTER – IV
CBCS: 402 : ESTC (ELECTIVE PAPER: 5)
EDUCATIONAL FINANCE IN INDIA

COURSE OBJECTIVES

At the end of the completion of this course the student teachers will be able to:

1. Understand the objectives of expenditure and source of finance during post independence in India.
2. Get acquainted with the meaning, concept, importance and principles of educational finance.
3. Get acquainted with the meaning and types of Grants- in-aid.
4. Prepare school budget.
5. Get acquainted with the relationship between the financial support of education and quality of education,
6. Develop familiarities with various sources of financing in India
7. Develop in them the understanding of school accounting and developing skill in school budgeting

COURSE CONTENTS

UNIT – I EDUCATIONAL FINANCE IN INDIA

1. Meaning, Concept, Need, Significance, Principles & Importance of educational finance
2. Meaning of Grant-in aid
3. Types of Grant-in aid
4. Financing education for: equality of education-social justice
5. Efficiency-cost-minimization and quality improvement

UNIT – II OBJECTS OF EXPENDITURE

1. Direct Objects : Primary education, Secondary education, Higher education, Professional education
2. Indirect Objects : Direction and Inspection, Building and Scholarship and financial concessions, Hostel expenditure
3. Education and economical development

UNIT – III SOURCE OF FINANCE

1. Contribution of Central & State Government
2. Contribution of Local Institutions: Contribution of Municipalities, Contribution of Panchayats, Contribution of Private and Self-financed educational Institutions.
3. Educational finance in last three five-year plans in India
4. Monitoring of expenditure control and utilization of funds, accounting and auditing.
5. Central-State Relationship in Financing of Education

UNIT – IV SCHOOL BUDGET, PROBLEMS AND SOLUTIONS OF EDUCATIONAL FINANCE IN INDIA

1. Planning of school budget
2. Budget making process
3. Functions of University Grants Commission (UGC)
4. Problems regarding educational finance in India
5. Solutions regarding problems of educational finance in India.

--- TRANSACTIONAL MODE

1. Lecture, Symposium, Workshop, Panel
2. such a group discussion; self study, seminar presentations

- 3 Case Study Experiments
- 4 Film Show

--- **PRACTICUM**

The students may undertake any one of the following activities:

- 1 Estimation of institutional cost of a secondary school.
- 2 Estimation of unit cost of education in a school taking student as an unit.
- 3 Estimation of opportunity cost on a sample of working school age children.

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SEMESTER - IV

CBCS: 403: ESTC (ELECTIVE PAPER –1)

ICT IN EDUCATION

COURSE OBJECTIVES

On completion of this course students will be able to:

1. Understand the scope and means of ICT and its applications in education.
2. Develop an understanding of the strategies for designing instruction.
3. Know the instructional applications of Internet and web resources.
4. Develop an understanding of the ethical principles governing the use of Information and Communication Technology in education.
5. Understand the scope and means of enhancing education by using various ICTs.

COURSE CONTENTS

UNIT – I Information and Communication Technologies – an Introduction

1. Concept, Need and Importance of ICT in Education.
2. Paradigm Shift due to ICT: Teacher in a digital era- Changing role and competencies
3. Application of ICT in Teaching-learning, Assessment, Professional Development, School Management.
4. Instructional Design : Concept, characteristics, Models (ADDIE Model, Dick and Carey Model, Gagne’s Model)
5. Communication: Concept, Process, Types and Barriers

UNIT – II Computer and Internet Fundamentals

1. Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Tablet) and its parts and functions, Operating System (Windows and Linux – Ubuntu)
2. Internet: Concept, Use and Importance in Education (Except history)
3. Brief introduction of concepts related with internet: www, modem, Browser, Hyperlink, website, homepage, E-mail, chat, http, FTP, Web 2.0
4. Search techniques for effective use of search engines to find text, images, audio, video; Exploring Online Encyclopedia (Encyclopedia Britannica, Wikipedia)
5. Criteria for selecting ICT Resources – Accuracy, Credibility, Coverage, Objectivity , Appropriateness, Cost and Copyrights
6. Misuse of internet, Legal and ethical issues (Copyright, Plagiarism, Hacking, Netiquette, Phishing, Software privacy)

UNIT – III Enhancing Education with ICT-I

1. Concept and characteristics of Web Based Instruction (WBI) ; Modes of WBI (Meaning, Characteristics, Applications, Advantages, Disadvantages) – Synchronous, Asynchronous, Blended.
2. Course Management Systems : Concept, Features and Application in Education
3. M-Learning (Mobile Learning): Meaning, Characteristics and Application
4. MOOC (Massive Open Online Course) : Meaning, types, Characteristics and Application

5. Concept, merit and demerits of CAI and CAL

UNIT – IV Enhancing Education with ICT-II

1. Flipped Classroom, Virtual Classroom: Concept, Merits, Demerits and Application
2. Open Educational Resources (OER): concept, merit, demerits, creative commons licenses
3. Social Media: Concept, effective and safe use of following social media
 - Social Networking
 - Blog
 - Micro blog
 - Wiki
 - instant messaging apps
 - video sharing services
4. Cloud Computing: Concept, merits, demerits, application in education

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Group discussion, Self Study, Seminar/ Presentation, use of digital resources (online and offline).
2. Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and present the report:

1. Visit to a school and prepare a report on use of ICT in the school on the basis of data collected from students, teachers and administrative staff.
2. Prepare lesson plans using two instructional design models and implement them. Prepare a reflective report.
3. Take a short period online course from www.alison.com and submit your completion certificate.
4. Download different Open Educational Resources (i.e. Images,

Videos, Audio, learning materials) related with ICT in Education using Wikimedia ([https:// www.wikimedia.org](https://www.wikimedia.org)), OER Commons ([https:// www.oercommons.org](https://www.oercommons.org)), NROER ([http:// nroer.gov.in](http://nroer.gov.in)), Google OCW/OER search and submit them with their links.

5. Download Presentations on any topics from any Pedagogy of a School Subjects opted using Slide share/ Author stream or any other site [OER only]. Submit the slides. Evaluate the presentations using any rubric.
6. Prepare a Presentation on Google Drive/ One Drive on any topic of ICT in Education (Minimum 20 Slides, having images, link of video).
7. Create an educational Website/Blog having at least 20 Pages/Posts.
8. Create a wiki on any topic of ICT in Education.
9. Critically evaluate any ICT in education initiative by central or state government.
10. Any other relevant practicum

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SEMESTER – IV

CBCS: 403 - ESTC (ELECTIVE PAPER : 2)

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

COURSE OBJECTIVES

- After completion of the course the student teachers will be able to:
- 1.** Understand the concept of administration
 - 2.** Get acquainted with different dimensions of educational administration
 - 3.** Be aware about the role of headmaster and teacher

4. Gain insight about different styles of administrative practices
5. Understand structure of educational administration at various government level
6. Get acquainted with the meaning, concept, objectives, process, types, methods and techniques of supervision.
7. Get acquainted with the meaning, importance and principles of human relations in education.

COURSE CONTENT

UNIT – I EDUCATIONAL ADMINISTRATION

1. Educational Administration: Meaning, Nature, Objectives, functions, Scope, & Basic Principles.
2. Process Of Educational Administration: Formation of objectives, Policy making, Educational planning, Organization process, Decision making process, Stimulating, CO-ordinating, Communicating, Controlling, Evaluation.
3. Development of modern concept of Educational Administration: Efficiency versus human relations–controversy, Human Approach, Taylorism
4. Administrative Processes with special reference to Educational Organizations: Administrative Communication, Decision Making, Organizational Development and Compliance, Management by Objectives(MBO), Organizational Change

UNIT – II LEADERSHIP AND EDUCATIONAL ADMINISTRATION AT VARIOUS LEVEL

1. Leadership: Meaning and Concept
2. Leadership Styles: Motivational style, Supervisory Leadership, Autocratic leadership, Laissez Faire leadership
Education for Values :Moral, Spiritual, Intellectual, Social
Education for Citizenship
3. Elements of Educational Administration.
4. Educational administration at various level: Central level, state level, local level, University level, Open University level, private enterprise
5. Existing problems of educational administration in India
6. Factor influencing the system of educational administration

UNIT – III SCHOOLS OF PHILOSOPHY-I

1. Supervision in Education: Meaning and Definition of supervision, Modern concept of supervision, Academic Vs. Administrative supervision, supervision as a process: Social, Educational, Psychological, Supervision as a function
2. Supervision as leadership for providing guidance: Nature and Functions Types of supervisor, Qualities of a supervisor, Defects in present supervision
3. Different types of supervision: Authoritative supervision, Creative supervision, Organism supervision, Democratic supervision, Scientific supervision
4. Methods and techniques of supervision: Classroom observation, Conference, Workshop, Teachers' meeting
5. Supervision and inspection in education : Inspection Vs. Supervision
6. Evaluation for Performance and Accountability
7. Defects in the present supervision and inspection

UNIT – IV HUMAN RELATIONS APPROACH TO ADMINISTRATION

1. Meaning of human relation in education
2. Need and importance of human relations in educational administration
3. Principles and values of human relations in educational administration
4. Human relations among principal, supervisors, teaching –staff, non-teaching-staff, students, school- management, and educational officer
5. Maslow's Theory and Human relations
6. Process to increase staff harmony
7. Organizational Behaviour with respect to Educational Institutions: Motivation, Job satisfaction, Relationships in organizational set up, Conflict Professionalism
8. Overcoming barriers to communication and effective communication in Human relationships

- **TRANSACTIONAL MODE**
 The course would be transacted through participatory approaches including
- 1 Lecture, Classroom Discussion, Library exploration, Panel Discussion, Seminar, Field visit, etc

- **PRACTICUM**
 The students may undertake any one of the following activities and present the report:
- 1 Observing a School Administration
 - 2 Interviewing a School Principal
 - 3 Case Study of a School/Institution
 - 4 Research on HR
 - 5 Library work on Different levels Administration

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SEMESTER - IV

CBCS 403: ESTC (ELECTIVE PAPER – 3)

GUIDANCE AND COUNSELLING

COURSE OBJECTIVES

- On completion of this course the student teachers will be able to:
1. To help student understand concept, need and view point of guidance..
 2. To help student understand principles, and problems of different types of guidance.
 3. To help student understand concept and needs and guidance for the children with special needs.
 4. To help student understand the concept and process of counseling.
 5. To acquaint the student with the aim and principles of guidance programme.
 6. To develop in student an understanding of various procedures of organizing various guidance service.

COURSE CONTENTS

UNIT – I BASICS OF GUIDANCE

1. Concept, assumptions, issues and problems of guidance
2. Needs, scope and significance of guidance
3. Types of guidance – Educational, vocational and personal, Group guidance
4. Role of the teacher in guidance
5. Agencies of guidance – National, State level

UNIT – II EDUCATIONAL AND VOCATIONAL GUIDANCE

1. Educational Guidance
2. Principles of all guidance
3. Guidance and curriculum, guidance and classroom learning
4. Vocational Guidance
5. Nature of work and Various motives associated with work
6. Vocationalisation of secondary education and career development

UNIT – III BASICS OF COUNSELING

1. Counseling Process
2. Concept, nature, principles of counseling
3. Counseling approaches – directive, non-directive,
4. Group counseling vs. individual counseling, Counseling for adjustment
5. Characteristics of good counseling

UNIT – IV ORGANIZATION OF A GUIDANCE PROGRAMME

1. Principles of organization
2. Various types of services – Counseling
3. Group guidance, individual inventory service and information orientation service, placement service and follow up service
4. Evaluation of guidance programme, Use of tests in guidance and counseling

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

- 1 Lecture, Classroom interaction.
- 2 Debate, Library search, Field work

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

- 1 Visit any Guidance & Counseling Centre for Study Purpose.
- 2 Report of it.
- 3 Develop atmosphere within Your Group members related with Guidance.
- 4 Do Some Guidance and Counseling work in your Area.
- 5 Watch online Guidance and Counseling Videos on Social Media also Report it.
6. Attend or Visit Guidance & Counseling Seminar or Work shop for Educational perspective and Report it.

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SEMESTER - IV

CBCS 403: ESTC (ELECTIVE PAPER-4)

VALUE EDUCATION AND HUMAN RIGHTS

COURSE OBJECTIVES

- On completion of this course the student teachers will be able to:
1. To enable students to understand the need and importance of Value- . Education and education for Human Rights
 2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.
 3. To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
 4. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.
 5. Understand correlative nature of citizenship Education and its role in various contemporary issues
 6. Identify importance of Human Rights awareness in existing social Scenario.

COURSE CONTENTS

UNIT – I VALUES, HUMAN RIGHTS AND MORAL EDUCATION

1. Need and Importance of Value Education and Education for Human Rights in the existing social scenario
2. Valuation of culture: Indian Culture and Human Values.
3. Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
4. Language of moral education – its form and context , characteristics of a morally educated persons
5. Justice and Care – the two dimensions perspectives in Morality: Dichotomy between reason and passion

UNIT – II MORAL DEVELOPMENT OF THE CHILD

1. Concept of Development and Concept of Moral development.
2. Psycho-analytic approach
3. Learning theory approach, especially social learning theory approach.
4. Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT – III MORAL LEARNING TO MORAL EDUCATION

1. Moral Learning outside the school – child rearing practices and moral Learning..
2. Moral learning via Imitation.
3. Nature of Society and moral learning.
4. Media and moral learning.
5. Moral Learning Inside the school : providing “form” and “Content” to education
6. Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum

UNIT – IV HUMAN RIGHTS EDUCATION : AN INTRODUCTION

1. Need and importance of Human rights in existing social scenario.
2. History of Human Rights development.
3. Human Rights Education : Meaning, need and scope.

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1. Lecture, Classroom interaction.
2. Debate, Library search, Field work

--- PRACTICUM

The students may undertake any one of the following activities and present the report:

1. Visit any Value Education institution for Educational view and report it.
2. Visit any Human Rights institution for Educational view and report it.
3. Do Rally with your Peer Group student for value Education and Human Rights Subject in current Situation and Report it.
4. Give Or Attend Lecture, Seminar or Workshop on it and also Report it.

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SEMESTER – IV

CBCS: 403 : ESTC (ELECTIVE PAPER: 5)

PLANNING IN EDUCATION

COURSE OBJECTIVES

At the end of the completion of this course the student teachers will be able to:

1. Get acquainted with the meaning and objectives of educational planning.
2. Get acquainted with types of educational planning.
3. Understand the principles and techniques of educational planning.
4. Get acquainted with the process of planning and five year plans in India.
5. Identify the need, scope and purpose of educational planning,
6. Understand principles and approaches of educational planning.
7. Develop the skills in planning and using a variety of administrative strategies.
8. Explain the role and contribution of different agencies educational planning
9. Study educational planning system in India with reference to national, state, district and sub-district level structures.

COURSE CONTENTS

UNIT – I FOUNDATIONS OF EDUCATIONAL PLANNING

1. Meaning of planning and educational planning
2. Definition of planning and educational planning
3. Objectives of educational planning
4. Theoretical base of planning
5. Importance of educational planning

UNIT – II PRINCIPLES, TECHNIQUES AND APPROACHES OF EDUCATIONAL PLANNING

1. Guiding principles of educational planning
2. Methods and techniques of educational planning.
3. Approaches to educational planning: Social demand approach, Man-power approach, Return of return approach
4. Critical analysis of educational planning in India.

UNIT – III TYPES OF EDUCATIONAL PLANNING

1. Types of Educational planning: concepts of macro, macro and micro level planning.
2. National educational planning
3. Educational planning of state
4. Institutional planning
5. Social components of educational planning.

UNIT – IV TYPES OF EDUCATIONAL PLANNING

1. Establishment of planning commission in India
2. Process of planning in India
3. Five year plans of education in India (Only qualitative development and expansion of education during five- year plans in India)
4. Criticism of Indian Planning Commission

--- TRANSACTIONAL MODE

The course would be transacted through participatory approaches such a

1. Lecture, Symposium, Workshop, Panel
2. Group discussion; self study, seminar
3. Case Study Experiments
4. Problem solving Film Show

--- PRACTICUM

The students may undertake any one of the following activities:

1. Assignment/term paper on selected theme drawn from the course.
2. A study about the functioning of a VEC/SMC/PTA.
3. Prepare a plan for the mobilization of different types of resources for a school form the community.
4. Critical appraisal of School Education Act of a state.

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